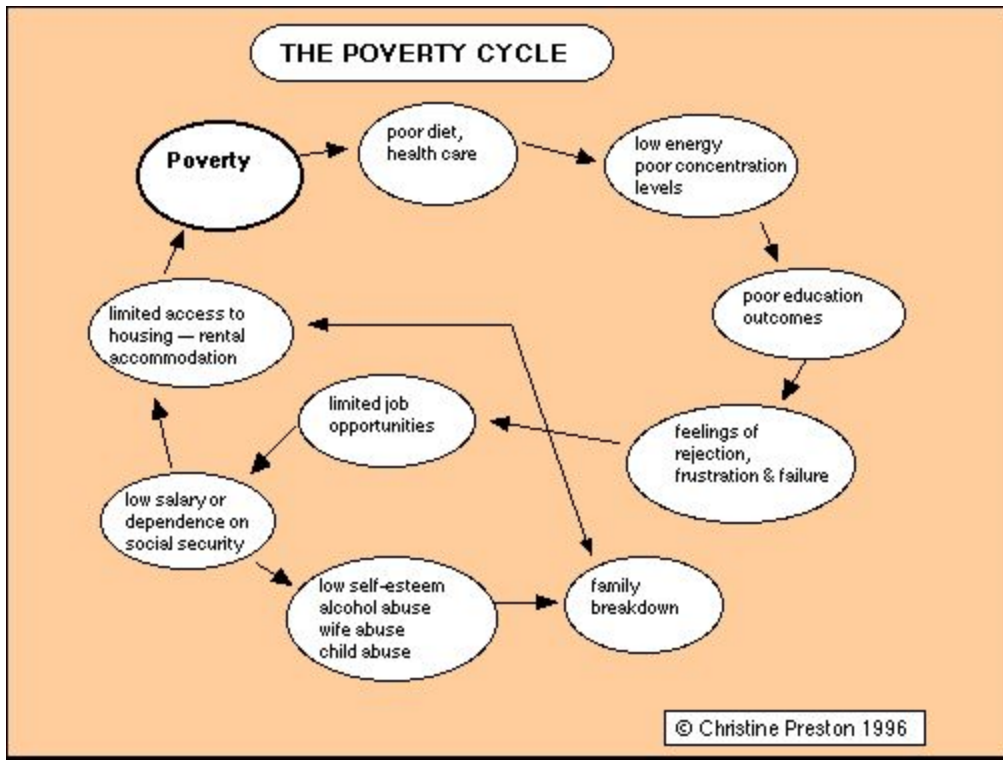


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October 2017

The Poverty Cycle in *Make Lemonade* and “Hidden in America”



For your second WRITING PROJECT for the first quarter, you will write a compare contrast essay about *Make Lemonade* and *Hidden in America*. Use your character study handouts, annotations, and class notes to brainstorm your ideas below. Your printed, final typed draft should be 2-3 pages long (3-4 paragraphs) and follow the **MLA format**. **All margins should be 1", the essay should have an MLA header, be double-spaced, include a centered title, and use one consistent 12 point font throughout.**

ESSAY PROMPT:

Identify the similar and different challenges that two characters in *Make Lemonade* and *Hidden in America* face in the poverty cycle. Then evaluate their actions and how they respond to improve their difficult situations.

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ESSAY PROMPT:

Identify the similar and different challenges that two characters in *Make Lemonade* and *Hidden in America* face in the poverty cycle. Then evaluate their actions and how they respond to improve their difficult situations.

INCORPORATION OF DATA:

In addition to evidence from the texts, you MUST use TWO DIFFERENT DOCUMENTS from the data packet on poverty that SUPPORT and RELATE to your position. You need to give background for the document, explain the data and provide specific information from the document. The POVERTY CYCLE graphic illustration should be cited as Document Number Eight. You will cite the source with an in-text citation providing the document number.

For example:

According to an NBC News/Wall Street Journal poll taken in June 2013, 24% of the people polled believe that the reason that is “most responsible for the continuing problem of poverty” is “[t]oo much welfare that prevents initiative” (Document Number Five).

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Use your annotations, graphic organizer for “Hidden in America,” the Data Packet on Poverty, and class notes to brainstorm your ideas below.

Consider

- How do they raise their children?
- What struggles do their children face?
- What types of jobs or education or skills do they have or hope to have?
- What are their opinions about welfare, helping others or accepting help from others?
- How do they believe that people in poverty should solve their problems?
- What are the problems that they expose their families to or protect their families from?

BRAINSTORMING for THEME:

What are the lessons that Make Lemonade teaches?

- 1.
- 2.

What are the lessons that “Hidden in America” teaches?

- 1.
- 2.

CIRCLE THE TWO MOST IMPORTANT THEMES above and use them to BRAINSTORM A THEMATIC TITLE:

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TITLE and INTRODUCTORY PARAGRAPH (20 points)

THEMATIC TITLE: Brainstorm two different versions and circle your best one. (2 points)

- 1.
- 2.

Now use the best title to craft 1-2 sentences for a THEMATIC LEAD that relates to the title and helps the reader to understand the LESSON that the reader or viewer learns from the texts:

THEMATIC LEAD (5 points)

BRIDGE SENTENCES: Draft a few sentences that relate the thematic lesson to the characters in both texts. Include the names of the texts and the author/director (3 points)

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BRIEF SUMMARY OF TEXT ONE: Include the **main characters, setting, conflict and plot**. Give the **beginning, middle and end (2.5 points)**.

BRIEF SUMMARY OF TEXT TWO: Include the **main characters, setting, conflict and plot**. Give the **beginning, middle and end (2.5 points)**.

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THESIS: Use this organizer to write a thesis: It should be ONE sentence and have TWO claims.

Although **both** _____ and _____

_____, the

main difference is that _____

OR

write a thesis of your own:

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(5 points)

FIRST BODY PARAGRAPH: COMPARISON -- HOW TWO SELECTED CHARACTERS FACE SIMILAR CHALLENGES or HAVE SIMILAR CONDUCT (25 points)

1. Indent and use a **TRANSITION WORD TO START YOUR PARAGRAPH** (1 point)
2. Craft a **TOPIC SENTENCE** about how **BOTH** characters are **SIMILAR** in their challenges or conduct and use the word **BECAUSE** (2 points)
3. Give the backstory and context for evidence from **TEXT ONE** that support your **MAIN IDEA** about how the characters are **SIMILAR** in their challenges or conduct. Include the specific scene details that relate to your evidence using examples, speaker name, audience etc. (1 point)
4. Next use **ONE QUOTE** from **TEXT ONE** that shows **SIMILAR CHALLENGES** or **CONDUCT** (2 points)
5. Integrate the quote properly and give page numbers for quotes (author page number) (1 point)
6. Restate the **QUOTE** in your own words to explain it (2 points)
7. Explain the significance of the quote and how it connects to your main idea (1.5 points)
8. Use a transition word to introduce the **"COMPARE"** idea from **TEXT TWO** (like "similarly") (1 point)
9. Give the backstory and context for evidence from **TEXT TWO** that support your **MAIN IDEA** about how the characters are **SIMILAR** in their challenges or conduct. Include the specific scene details that relate to your evidence using examples, speaker name, audience etc. (1 point)
10. Now use **ONE QUOTE** from **TEXT TWO** that shows **SIMILAR CHALLENGES** or **CONDUCT** (2 points)
11. Integrate the quote properly and give page numbers for quotes (author page number) (1 point)
12. Restate the **QUOTE** in your own words to explain it (2 points)
13. Explain the significance of the quote and how it connects to your main idea (1.5 points)

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14. Introduce the data source that you plan to use. Explain the document, give the title of the graph, chart, or cartoon; identify the type of graphic that is presented, use the actual data and connect it to your main idea about SIMILAR CHALLENGES or CONDUCT and cite the document source (4 points)
15. Write a CONCLUDING SENTENCE that explains how the DATA and SIMILAR CHALLENGES or CONDUCT relate to a SHARED LESSON (2 points)

SECOND BODY PARAGRAPH: CONTRAST -- HOW TWO SELECTED CHARACTERS FACE DIFFERENT CHALLENGES or HAVE DIFFERENT CONDUCT (25 points)

16. Indent and use a TRANSITION WORD TO START YOUR PARAGRAPH (1 point)
17. Craft a TOPIC SENTENCE about how BOTH characters are DIFFERENT in their challenges or conduct and use the word BECAUSE (2 points)
18. Give the backstory and context for evidence from TEXT ONE that support your MAIN IDEA about how the characters are DIFFERENT in their challenges or conduct. Include the specific scene details that relate to your evidence using examples, speaker name, audience etc. (1 point)
19. Next use ONE QUOTE from TEXT ONE that shows DIFFERENT CHALLENGES or CONDUCT (2 points)
20. Integrate the quote properly and give page numbers for quotes (author page number) (1 point)
21. Restate the QUOTE in your own words to explain it (2 points)
22. Explain the significance of the quote and how it connects to your main idea (1.5 points)
23. Use a transition word to introduce the "COMPARE" idea from TEXT TWO (like "similarly") (1 point)

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24. Give the backstory and context for evidence from TEXT TWO that support your MAIN IDEA about how the characters are DIFFERENT in their challenges or conduct. Include the specific scene details that relate to your evidence using examples, speaker name, audience etc. (1 point)
25. Now use ONE QUOTE from TEXT TWO that shows DIFFERENT CHALLENGES or CONDUCT (2 points)
26. Integrate the quote properly and give page numbers for quotes (author page number) (1 point)
27. Restate the QUOTE in your own words to explain it (2 points)
28. Explain the significance of the quote and how it connects to your main idea (1.5 points)
29. Introduce the data source that you plan to use. Explain the document, give the title of the graph, chart, or cartoon; identify the type of graphic that is presented, use the actual data and connect it to your main idea about DIFFERENT CHALLENGES or CONDUCT and cite the document source (4 points)
30. Write a CONCLUDING SENTENCE that explains how the DATA and DIFFERENT CHALLENGES or CONDUCT relate to a DIFFERENT LESSON (2 points)

CONCLUSION PARAGRAPH: WHICH CHARACTER HAS A BETTER RESPONSE OR REACTION OR SOLUTION TO PROBLEMS; WHY? (10 points)

31. Indent, use a transition word to start your final paragraph (1 point)
32. Craft a sentence that evaluates the conduct of the TWO CHARACTERS and relates to the challenges that they face (2 points)
33. Explain which character faces MORE DIFFICULT CHALLENGES and WHY (2 point)
34. Explain which character RESOLVES the CHALLENGES better and WHY (2 points)
35. What should the CHARACTERS be more concerned about? Why? (1 point)
36. Give ADVICE about what people should do to resolve CHALLENGES related to the POVERTY CYCLE (2 points)

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Grammar, Language, and Mechanics: (10 points total)

37. You avoid first person and second person pronouns (I, you, me us, we, our) (2 points)
38. You include specific and vivid words and avoid vague words (good, great, big, awesome, amazing, bad, nice, stuff, things, okay). Each vague word will be a .10 point deduction.
39. You cite the texts accurately and use proper typographical features (underlining or quotation marks) (2 points)
40. You proofread for spelling and capitalization and accurately spell all character names, titles, and geographical locations (4 points)
41. You use complete sentences, not fragments, and proper punctuation (2 points)

Required Vocabulary Words: (10 points total)

42. You use 4 of the TEN provided vocabulary words in your essay and UNDERLINE them (5 points)
43. You use the words in the given part of speech and in a sentence that shows your understanding of the definition through CONTEXT CLUES (5 points)
44. If the words are not UNDERLINED, no credit will be given.
45. The list includes: solemn, raging, apprentice, dignify, frankly, moping, suspicious, tenacity, spectators, spiteful.